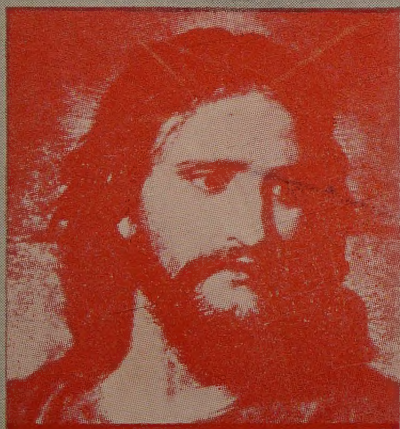


The Church School Teacher



SEPTEMBER 1956
Volume XXV No. 1

CHRIST CALLS YOU

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1956

PARISH EDUCATION MONTH

THE
CHURCH SCHOOL
TEACHER

VOL. XXV No. 7
SEPTEMBER 1956

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From Your Director

By LAEL H. WESTBERG

THERE will be a new Augustana Catechism published this fall. It will be a revised edition of the Small Catechism with an explanation utilizing the best from the several editions now published. Bible texts will be from the RSV with the exception of the Lord's Prayer and the words of institution. Those will be in the King James Version because the new hymnal will use King James in its liturgy.

New material has been added, too. For example in the introduction to the Explanation, the first three questions and answers are changed to the following:

1. *What is God's will for all men?*

God's will is that all men should have fellowship with Him and serve Him now and forever.

2. *Who is a Christian?*

A Christian is one whom God, through baptism, has received into the fellowship of the Church, and who, together with the Church, believes and confesses Jesus Christ as God and Savior.

3. *What is the Christian's chief concern in life?*

The Christian's chief concern in life is to remain in the blessed fellowship of Christ and His Church and daily seek to do God's will.

There is a new question, "What is Christian stewardship?" There is a heading "War" under the fifth commandment. The discussion of angels has been returned.

Language and doctrine have been clarified. For example, under

the discussion of the second article the answer to the question, "Why is Jesus also called Christ or Messiah?" is simply answered, "Jesus is called Christ or Messiah because He is the One chosen and anointed by God to be our Savior. He is the Prophet, High Priest, and King promised in the Old Testament." To the question, "What is the work of Christ as High Priest?" is the answer, "As the High Priest, Christ through His suffering and death sacrificed Himself for our sins and ever lives to make intercession for us."

The revised edition will carry the imprimatur of the Board of Parish Education and will become the only official Augustana version of the Catechism. The committee appointed by the Board to revise the work consisted of Dr. Paul Lindberg, Rev. Marvin Raymond and Rev. Lael Westberg, the latter acting as editor. All members of the Board as well as the president of the Church reviewed the manuscript. As soon as the new Catechism is published other editions now being printed by the Augustana Book Concern will be discontinued.

The *Together* schools move into the second year. This fall we will hold schools in the conferences of Columbia, California, Superior, Nebraska, and Kansas. The complete schedule of the schools will

be found on page 10. This is how our publicity folder describes the *Together* schools:

**A One-Day School For
Present and Prospective
Hi-League Counselors and
High School Bible Class Teachers**

*Conducted under the Joint
Sponsorship of the Board of Youth
Activities and the Board of
Parish Education*

The No. 1 problem in Christian youth work today is the need for more adult leadership—intelligently-concerned League counselors and Bible class teachers who will give of their time and talent in order to help high school youth to know Christ better and live for Him.

The Church's Board of Youth Activities and Board of Parish Education are spearheading a concerted attack on this problem. Special one-day schools for adult leaders of youth are being planned for every area of the Church.

As a rule, these schools will be held on a district basis, either on a Saturday afternoon and evening, or on a Sunday afternoon and evening. They will have a three-fold purpose:

1. To give a real boost to Bible study by increasing the number of interested and equipped teachers;

2. To strengthen the Hi-Leagues by building up the congregations' corps of adult counselors; and

3. To show how the Bible class teachers and League counselors can work *together* for the best interests of youth.

Who Should Attend?

1. The pastor, intern, and church staff workers.

2. Present and prospective Hi-League counselors.

3. Present and prospective high school Bible class teachers.

4. The Sunday School superintendent.

5. One deacon from the congregation—preferably one who is on the congregation's educational committee or youth committee.

It is important that *prospective* counselors and high school Bible class teachers attend. Often a pastor, educational committee or youth committee has difficulty enlisting teachers or counselors be-

cause they have no way to train them. "I'd like to take the job," the prospect says, "but I do not know anything about it." The *Together* school is your partial answer to such a person.

A Together School Time Schedule

- 2:30 p.m. Registration
- 3:00 p.m. Introductory statement
- 3:05 p.m. Bible study—doctrinal, informal, discussional
- 3:50 p.m. Orientation—the purpose and plan of the school
- 4:00 p.m. "A Careful Look at Our High School Youth"
- 4:30 p.m. Discussions:
"Better Bible Classes"
"Better Luther Leagues"
- 6:00 p.m. Supper and informal fellowship period
- 7:00 p.m. Continuation of discussions
- 8:00 p.m. Summary and evaluation of day's program
- 8:30 p.m. Closing consecration service
- 9:00 p.m. Adjournment

How Would You Answer?

A mother, who had just punished her child for not doing something he knew he ought to do, was somewhat taken aback when he turned a tear-stained face to her and asked, "How do you *make* yourself do the things you ought to do?"

Suggestions for Your Next Three Staff Meetings

For Your September Meeting

YOUR Sunday school executive committee will need some time at this first fall meeting to report on the plans for rally day. However, if the committee has had sufficient meetings to prepare the plans not much time need be taken at the September staff meeting for general discussion. It is strongly urged that the committee's report as well as other business be considered at the close of the staff meeting, not at the beginning. You will dispose of business faster if you consider it at the close.

The main purpose of your September meeting should be to study and make detailed plans for the October Sunday school sessions. The following is a suggested plan for the September meeting:

Opening worship—five to ten minutes

Bible Study—thirty minutes. The theme is "God Speaks to Us," with this outline—

I. Through the World. Job 37:5-6, 8-9; Psalm 74:16-17.

II. Through Parents and

Friends. Deut. 6:6-9; Mark 1:16-20; Luke 5:1-11; John 1:43-46.

III. Through the Church. Deut. 31:9-13; Psalm 95:1-2; Matt. 21:13a.

IV. Through the Bible.

A. We learn about the first Bible people: Gen. 1:1-2:25. The fall and promise: Gen. 3. The spread of evil: Gen. 6:1-12. The judgment of flood and covenant with Noah: Gen. 6:13-9:17.

We learn about the first Bible families: The dispersion: Gen. 11:4-9. God's promise to Abraham: Gen. 12:2-3. The promise continued through Isaac: Gen. 26:43. Family difficulties: Jacob and Esau: Gen. 25:19-33:20. Joseph: Gen. 27-50.

B. We are given rules for living: Ex. 20:1-13; Joshua 1:7-9; James 1:22. Other references are given in Intermediate lessons. We are given the reason for the Word 2 Timothy 3:15-17.

V. Through Jesus. Matt. 22 31-32; Luke 11:11-13; John 4:23 24; John 14:6-11; Hebrews 1:1-2

VI. Conclusion: A summary Hebrews 11:4-13, 17-22. Sin

through Adam, redemption
through Christ: Romans 5:12-19;
John 3:16.

The Practical Information Period —thirty minutes

An interesting and helpful film-strip, *Goals of the Church for Children*, is suggested. This film-strip is not for rental but may be purchased from Augustana Audio-Visual Service for \$10. With it comes a 33 long play record. The strip is part of a six unit set entitled *The Children and the Church* produced by the Division of Christian Education. The set may be purchased for \$49.50.

Another suggestion is the use of the fifth chapter of Milton A. Haker's *Understanding Our Pupils*. This is a course in the Teacher Training and Leadership Series. The pupil's book is 65 cents; the leader's text is 25 cents. Available through the Augustana Book Concern.

A third suggestion is the use of a discussion on the Desired Outcomes of the *Christian Growth Series*. As resources see page 4 of any Teacher's Guide or pages 7 and 8 of the *Prospectus and Guide for Better Teaching*, available from ABC.

Department Study and Planning Period—at least sixty minutes

For this period the teachers of each department should meet sepa-

ately. Each teacher will need the first quarter lesson material and this issue of THE CHURCH SCHOOL TEACHER. (See the "Helps" articles for the departments.)

The teachers under the direction of the department leaders should study and make plans for teaching Unit A or the next month's work. The study may consist of the following:

1. A discussion of the unit as a whole.
 - a. Biblical bases and aims.
 - b. Activities and materials needed.
 - c. Plans for worship.
2. Detailed plans for each lesson in the unit or month.
3. Preparation of material needed.

For Your October Meeting

The purpose of the October meeting should be to study and make detailed plans for the November Sunday school lessons.

Opening worship—five to ten minutes

Bible Study—thirty minutes. The theme is *Thanksgiving*—

- I. The Hebrew's Thanksgiving.
The Story of Moses: Ex. 2:1-18:27; Hebrews 11:23-30. The Ten Commandments: Ex. 20:1-18; Mark 12:29-31. The Song of Thanksgiving: Ex. 15:1-21; Psalm 136:1-3, 10-16.

II. Our Thanksgiving.

To Those Who Help Us: Ruth 2:17-18; Luke 10:30-35; Acts 16:11-15. To God: Psalm 75:1; 86:12; 100:2; 103:1-2. Our Prayer: Matt. 6:5-13; Luke 11:1-4.

The Practical Information Period
—thirty minutes

Use the sound filmstrip, *The Church Plans for Children*. See note under "The Practical Information Period" in suggestions for the September meeting.

A second suggestion is a discussion of Chapter 1 of Haker's book, *Understanding Our Pupils*, or Chapter 3 of Albert P. Stauderman's *My Congregation at Work*.

Department Study and Planning Period—at least sixty minutes

Refer to the "Helps" articles in this issue of THE CHURCH SCHOOL TEACHER. Study and plan for the next unit or the month's work. See the directions under the suggestions for the September meeting.

For Your November Meeting

Opening worship—five to ten minutes

Bible Study—thirty minutes. The theme should be "Prophecy and Fulfillment."

I. Creation—Genesis 1:1-2; John 1:1-4.

II. John the Baptist—Isaiah 40:3-5; Matt. 3:1-3; John 1:6-8.

III. Annunciation—Micah 5:2; Luke 1:26-38.

IV. Nativity—Isaiah 9:6; Luke 2:1-20.

V. Redemption—Isaiah 53; 1 John 4:10; Romans 3:21-26; 1 Tim. 1:15a.

VI. Sanctification—John 14:16-17; 16:7-14; Acts 2:1-13.

The Practical Information Period
—thirty minutes

Let the purpose of this period be to discuss the effective use of Christmas customs. A good sound filmstrip to use is *Harvest from Holidays*. It is available from Audio-Visual Service. Other resources are *All About Christmas* by Krythe and *Sing a Song of Christmas* (Songs and Their Significance).

Department Study and Planning Period—at least sixty minutes

Refer to the "Helps" articles in the September THE CHURCH SCHOOL TEACHER. Study and plan for the next unit or month's work. See the suggestions for the September meeting.

From the Food Counter

How many of you have your deep-freezes two-thirds full and not enough spiritual food to last until tonight?

Helps for Teachers of Kindergarten

*Based on Christian Growth Series
Kindergarten II, Fall Quarter*

THE rhyme "something old, something new" is in the air as this article is being written. Although this reminds us of June weddings it gives a preview of the material of the new church school year as well.

We have the same text as always—the Bible—but our Teacher's Guide and pupil's leaflet will appear in new form to complete the revision of the Kindergarten cycle in our Christian Growth Series curriculum.

All New

Then, too, the new church school year offers us a new challenge—different pupils with whom to work. May we open the new year with the enthusiasm of our Kindergarteners and plan a quarter full of interesting activities.

The introductory pages in the Teacher's Guide give an outline for our consideration, including thoughts about the material, the

children and the session program or procedures. Let us then consider these three aspects of our work in connection with this quarter.

Our Materials

A quick look at the quarter as a whole will give us an over-all picture of what we are to teach. The first thing we will notice is that the first unit, "God Speaks to Us," is a new one to this quarter. In it we will study the various ways in which we learn about God—at home, in church, from nature, and most of all from Jesus. It seems very fitting that the aim of the first unit of study of this new church school year should be to "cultivate an adequate response to God's speaking in Christian living."

Since chronology in Bible lessons is not important to Kindergarten-

BY RUTH M. SWANSON—*Staff Member, Augustana Board of Parish Education.*

ers, much of the material is arranged to have seasonal interest. The second unit, "Thanking God for Friendly Helpers," is set up as a Thanksgiving unit. In this unit the Kindergarteners will learn that those who provide us with food, those who keep us well and those who teach us are helpers in God's work.

The quarter closes with a unit revolving around the Christmas theme. The purpose of our study of "Bible Stories for Christmas" will be to show the events of the Christmas story as "part of the perfect plan of God, by which He offers the world the way of salvation through Jesus."

Our Children

To do effective teaching, we must know our children, or whom we are to teach. As our author suggests, a study of characteristics of kindergarten children is always in order for the progressive teacher. Let us avail ourselves of the helpful, comprehensive analysis in the introductory pages of the Teacher's Guide for the first quarter of Kindergarten I.

Even though each child is an individual, possessing his own background, each has possibilities for Christian growth. We must organize the class into a happy unit so pupils and teacher may grow in fellowship with God.

However, to fully appreciate the children, we need to know their parents, too. Some churches have established a Quarterly Sunday School Fellowship which functions somewhat like the public school PTA. Such a meeting gives teachers opportunities to meet the parents, and also gives them a preview of the work the children will be doing during the next quarter. Do not fail to call the parents' attention to the section of each leaflet addressed to them. To further increase their interest in what "goes on in Sunday School" we might set up a visitation schedule for parents—a few at a time—so they could see the department actually at work. Closer home-church cooperation will result.

Our Procedures

We must also be concerned about how we are to teach our Kindergarteners. Just a few general suggestions will be in order before we specifically preview each unit. We will find it easier to stress Bible teachings with our Kindergarteners if we emphasize the fact that they are Jesus' teachings. Many of the lessons this quarter have Biblical bases taken from the Old Testament. We will need to relate them to New Testament thought in some way. This has usually been done for us in the section of the leaflet which

is called "The Bible for Children."

In this connection, let us remember to have Christ-centered worship pictures always, and have them placed at the children's eye level.

Then, as we plan the teaching of each unit, we must remind ourselves of the missionary correlation materials. They are available from Women's Missionary Society, 3939 Pine Grove, Chicago 13, and this year will appear under the new title, "World Friends."

Unit A

Using a related picture such as "The Sermon on the Mount" on the worship center during the unit will help us tie the lessons together. "For the Beauty of the Earth" from *Songs for Children* might well be used as a unit theme song.

The interesting suggestions for build-up scenes given under the caption, "As the Children Arrive," would go far in establishing good class rapport. Let's try some of them, remembering, however, that "the teacher merely *guides* the activity."

A simple unit project could be making an accumulative Bible verse book as described in the plan for Lesson 3.

Unit B

In Canada this unit should be used as the opening unit of the quarter in order that its teachings

will correspond with Thanksgiving festivities there. "Thanking God for Friendly Helpers" gives us an opportunity to emphasize thankfulness and also to stress sharing. We should consider using the excellent sharing activities the Teacher's Guide suggests.

Building the Thanksgiving poster described for Lesson 8 will stimulate interest and provide an interesting summary-review of the unit.

A Thanksgiving gift of Sallman's "Head of Christ" would serve to introduce Unit C and be a transition from one unit to another. Unit B has provided opportunities to show gratitude to the Savior and Unit C will acquaint the children with events preceding, attending and following Jesus' birth. In Canada this activity would serve as a transition from Unit A to Unit C.

Unit C

Although the story of the presentation in the temple has not been included in this series of Christmas lessons, we should make reference to it to complete the story of events following the nativity. The story is told in Luke 2:22-39 and should follow Lesson 12 in this series.

An accumulative project, such as flannelgraph, a built-up poster or creche, adding appropriate figures as the lessons are taught, will

provide a continuing interest for this unit. It will encourage pupil participation in retelling the story.

Are we going to make Christmas gifts for our parents? Let's use pre-session rather than class time for such projects. We can give more individual help as the children come, a few at a time, than in the group as a whole. And

time will not be taken from the class session.

In Conclusion

Kindergarten teachers may each accept the challenge of this new church school year, use our materials and our talents in such a way that we and our children may continue our Christian growth.

1956 Schedule of "Together" Schools

Columbia Conference

DATE	DISTRICT OR AREA	PLACE
Sept. 13-14	Boise and Nampa churches	Trinity, Nampa, Idaho
Sept. 15	Intermountain District	Elim, Ogden, Utah
Sept. 16	Montana District	St. John's, Helena, Mont.
Sept. 22	Inland Empire District	Salem, Spokane, Wash.
Sept. 23	Mt. Baker District	Faith, Bellingham, Wash.
Sept. 29	Mt. Rainier District	Bethel, Tacoma, Wash.
Sept. 30	Portland District	Grace, Corvallis, Oregon

California Conference

Oct. 6	Arizona District	First, Mesa, Ariz.
Oct. 7	Southern District	Grace, Bell, Calif.
Oct. 13	Central District	Trinity, Fresno, Calif.
Oct. 14	Northern District	St. James, San Leandro, Calif.
Oct. 21	Central District (northern area)	Faith, Stockton, Calif.

Superior Conference

Sept. 22	Ishpeming District (east half)	Bethel, Cedarville, Mich.
Sept. 23	Ishpeming District (west half)	Bethany, Ishpeming, Mich.
	Iron Mt. District (north half)	
Oct. 6	Green Bay District	Bethany, Escanaba, Mich.
Oct. 7	Iron Mt. District (south half)	Our Saviour's, Iron Mt., Mich.
Oct. 13	Range District	Sharon, Bessemer, Mich.
Oct. 14	Wisconsin Valley District	Bethlehem, Merrill, Wis.

Nebraska Conference

Oct. 20	Omaha and Wahoo Districts	Trinity, Omaha, Nebr.
Oct. 21	Wakefield District	Thabor, Wausa, Nebr.
Oct. 27	Stromsburg District	St. Paul's, Osceola, Nebr.
Oct. 28	Kearney District	Immanuel, Bertrand, Nebr.

Kansas Conference

Nov. 3	Northern District	First, Manhattan, Kans.
Nov. 4	Eastern District	Messiah, Kansas City, Kans.
Nov. 10	Central and Southern Districts	Trinity, McPherson, Kans.
Nov. 11	Western District	Bethesda, Page City, Kans.
Nov. 18	Rocky Mountain District	First, Longmont, Colo.

OTHER CONFERENCES

"Together" schools were held in the Iowa, Illinois, New York, and New England Conferences during the fall of 1955. Similar schools are planned for the Minnesota and Red River Valley Conferences in 1957.

Helps for Teachers of Primary

*Based on Christian Growth Series
Primary I, Fall Quarter*

PRIMARY teachers, have you looked through your Teacher's Guide for the fall quarter? A foolish question? For most of you, yes. If you have taught Primary I before, you've wondered just what and how much revision was done, so wasted no time in finding out. If you haven't taught it before you have been anxious to find out about the material you are going to use.

Words of Counsel

Regardless of the reason for your examination of the material, you were certain to notice some of the concise suggestions of the introductory pages. For instance, "At least four weeks before teaching the first lesson the teacher should read all the material found in this Teacher's Guide and in the leaflets." . . . "Adaptations of procedures will be necessary in the light of the needs and interests of the particular group that is being

taught." . . . "No plans can adequately meet the needs of all groups in all Sunday Schools."

Those ideas can spell nothing but preparation in a Sunday School teacher's book. Let us resolve to be prepared for the opening of the new church school year. Departmental meetings and personal preparation should be the order of the day.

This quarter is divided into three units, each complete in itself. The quarter opens with the unit, "What's in the Bible?" in which the children review what they have already learned about the Bible and then go on to greater understanding of its composition and content. The short unit, "We Learn How We Shall Pray," develops the thought that we can speak to God at all times in any

BY RUTH M. SWANSON—*Staff Member, Augustana Board of Parish Education.*

place and about anything. The final unit, "God's Message to Us," the Christmas unit, aims to help the children understand the various ways God speaks to us, viz., through nature, the Bible and His Son.

A quick look at the outline arranged for each lesson, shows us how very adaptable each plan is. Just a few marginal notes and it will be ours. Much of the background information we will need for teaching will be found in the paragraphs titled, "For Your Preparation." And we will receive further help in specific preparation from "Suggestions for Planning the Session."

We notice that "The Session Plan" places the worship immediately following pre-session activities. However, for those of us who culminate each Sunday's lesson with a devotional period, the suggestions made are adaptable.

Unit A

If we were to establish a unit aim for "What's in the Bible?" it might be: "to develop in each child the desire to read the Bible and follow its teachings." We must not forget the emerging reading ability of our Primaries and capitalize on it. With some preparation the third graders will be able to lead the group in the reading of Scripture for the worship period.

Although not definitely assigned it seems that learning the Ten Commandments fits into this quarter's work very well. This could be done as home assignments; however, the assignments should be carefully explained and discussed. Each week the children would take home a copy of one commandment. These could be placed in a booklet, the cover of which was made during some pre-session period. *The Ten Commandments* by Mary Alice Jones has simplified explanations which will help us in our class discussions.

Another Mary Alice Jones book, *Tell Me About the Bible*, would be a good one to suggest to parents for use at home during the study of this unit. Its contents follow the lesson plans closely.

Lesson 6 is designed as a review lesson of the unit. Choose one of the projects suggested to use in this review. Later, this may be presented at a fellowship meeting of parents, teachers and children. The children will love the experience and the parents will appreciate this look into the work of the Primary Department.

Unit B

The unit aim for "We Learn How We Shall Pray" might be stated thus: "to help each child know how to express himself to God in prayer, in thankfulness, in

praise and in guidance for help and forgiveness."

Since Lesson 8 should be used on the Sunday before Thanksgiving, it will be necessary this year to use Lesson 9 first.

Here we have three fine lessons with very usable plans for each lesson. Composing a psalm prayer following the suggestions for Lesson 8 should be a thrilling experience for both children and teacher. Let's try it, remembering, however, that we are only to guide the activity. Let it be truly pupil expression.

This unit might well culminate in a Thanksgiving sharing project. Discuss various possibilities with the pastor.

Unit C

The aim of "God's Message to Us" is "to lead the children to the true reason for Christmas joy and the translation of this joy into terms of love and service."

This pre-Christmas unit is usually taught with thoughts of a Christmas program in mind. A Christmas service using songs, Scripture passages and prayers from the materials in these lessons as the basis, could be prepared early in the quarter. If such a service were used each Sunday in the department worship during this unit, it would be ready for the program without special practice.

We must surely heed the warning our author included in the plans for Lesson 10. We must not undertake so many activities—gifts, posters, etc.,—that the children will feel crowded and lose the joy of this happy season.

Another suggestion to give to parents: the children will enjoy using *The Christmas Story* by Ruth S. Gray during the Christmas season. This is a beautifully illustrated story of the nativity, and with the book comes a sixteen-piece manger set in full color.

And a Reminder

The Women's Missionary Society and the Board of Parish Education have again collaborated in producing missionary education plans correlated with Christian Growth Series. For the packet of materials including suggested plans, pictures and stories called *World Friends*, write Women's Missionary Society, 3939 Pine Grove Ave., Chicago 13, Illinois.

The church story papers have definite correlation items for our Primaries: stories, poems and puzzles designed to interest them. Motivate the children's interest in this "follow through" of the lessons we teach.

May we all, then, accept the challenge this new year presents and plan an interesting, profitable quarter with our new pupils.

Helps for

Teachers of Juniors

*Based on Christian Growth Series
Junior I, Fall Quarter*

THIS quarter will acquaint the Junior with the chronological story of the Old Testament from Adam through Moses. Through this historical study the pupil should be helped to grow in his dependence upon God in daily life and in an appreciation of God's plan of salvation.

For an overview of the work of the quarter see pages 3, 5, 6, and 9 in the Teacher's Guide. As you review the whole quarter using both the Study Book and the Teacher's Guide, you will discover the material to be well planned and usable. Excellent suggestions are given for the pre-session as well as the whole class session.

We call your attention to the teacher's preparation section given for each lesson in the Teacher's Guide. This material will help you grow as a teacher in understanding the Junior and the Bibli-

cal material to be taught to him. The use of a good Bible commentary in connection with "The Teacher's Bible Study" would be beneficial. We recommend *The Story of the Old Testament* by William Cooper as a source book for the teacher during this quarter. It can be secured from the Augustana Book Concern at 65c per copy.

Since the first three units of this quarter, "The First Bible People," "The First Bible Families," and "The First Bible Nation," are related chronologically and very similar in plan of presentation the following suggestions apply to all three:

Map Work is given for each of the eleven lessons of these units.

BY MRS. MARLYN V. LARSON—a former staff member of Augustana's Board of Parish Education. She is now active in a triple-church parish as the wife of Pastor Marlyn Larson, Tolley, North Dakota.

See pages 60-64 in the Teacher's Guide for directions and key maps. This work can be very interesting and profitable. We suggest that the key maps be drawn on large sheets of paper and used as class projects at the same time as each pupil is completing the maps in his Study Book. This will be especially helpful to the new Juniors, the fourth graders. "The Old Testament World," a picture map from the set entitled BIBLE MAPS AND CHARTS, would be interesting and helpful during this map work. The set is available from the Augustana Book Concern at \$2.50.

The *Memory Work* suggested includes both Bible and Catechism. In Units A and B, Psalms 136 and 46 are to be memorized. In the first three units the *First Article* with explanation, the *Lord's Prayer* with explanation, and the *Ten Commandments* with explanation are to be learned. This is a large order. The pupils will need help from the teacher, if it is to be accomplished. We suggest that choral reading be used to motivate and drill this memorization. See the article for Intermediate teachers in this issue for an example of such choral reading.

Home Work is optional. It is possible that the Junior can become so interested in the study through activities and projects that he will wish to do work during the week.

This would mean that the home work or assignment is an outgrowth of the lesson studied each Sunday. Such motivated assignments are desirable.

Excellent *Activities* are suggested for these units. See pages 56-59 in the Teacher's Guide. Any one of the activities described could be carried on throughout the whole quarter or a new activity may be selected for each unit. *Here's How and When* by Armilda R. Keiser gives many suggestions and helps for such activities. This book is available from the Augustana Book Concern for \$1.50.

The Junior Department mission study material prepared by and available from the Women's Missionary Society Headquarters, 3939 Pine Grove Avenue, Chicago 13, Illinois, also contains activity suggestions.

Pupils Plan Worship

Suggestions for worship are given on pages 54-55 in the Teacher's Guide. We suggest that "Prepare the Worship" be added as the first topic under "Preparation for Worship." Juniors can be guided to prepare a worship on the lesson theme which will often excel that which the teacher plans. This planning may be assigned to classes or committees within the department. The form of this worship must be guided by the teacher.

The outline given in the Study Book may be used or adaptations made of the Order of Service found in the Hymnal or Junior Hymnal. The worship should contain the basic elements—prayer, praise, and thanksgiving. One worship in each unit, approximately once a month, may be devoted to a missionary theme. Material for these worships is found in the mission study material referred to previously in this article.

Books, films, and filmstrips for use during Units A, B, and C:

Books

The Bible Story for Boys and Girls, Old Testament by Walter Russell Bowie, \$3.50.

Bible Stories by Mary Alice Jones, \$2.95.

Egermeier's Bible Story Book, New Revision, \$3.95.

The Revised Standard Version of the Holy Bible.

Films and Filmstrips

See the listing for this quarter found elsewhere in this issue.

The fourth unit of study in this quarter is "When Jesus Came," Lessons 12 and 13. Doubtless, the planning for Christmas will take place long before these lessons are taught. When this planning is being done, reference to Unit D and the activities suggested in the Teacher's Guide will make it pos-

sible to give these two lessons the full attention they deserve.

Lesson 12, "Jesus Is Born" is based on Luke 2:1-35. If the Juniors are chosen to take part in choral reading and pageant, utilizing this story, they will not be omitting this lesson even though classes are shortened or even not held on December 23.

Helps for Home

One of the activities suggested for this unit is the making of a creche and the preparation of a service to be used in the home on Christmas eve. The description of this activity is found on page 59 in the Teacher's Guide. The work on a creche could well begin during the presession on the First Sunday in Advent, December 2.

It would be enjoyable for the Juniors if they could be guided into a Christian preparation for Christmas in their homes. The use of the Advent candles together with the family devotionals could make the four weeks in Advent truly blessed. For excellent help with such observance, we suggest the little book called *The Festival of Christmas* by Edna Hong and Mary Hinderlie. It is available from the Augustana Book Concern for 75¢. One of these books in each Junior home would be wonderful!

Helps for Teachers of Intermediates

*Based on Christian Growth Series
Intermediate I, Fall Quarter*

THIS quarter and the one which follows comprise a study of the Catechism. It is intended to give the Intermediate Biblical background, general understanding, and memorization of the Catechism. This quarter includes Parts I and II, the Ten Commandments and the Creed.

Since these two quarters include much of what will be covered in the pastor's class for confirmands, it would be advisable for the teachers of Intermediates and the pastor to have a get-together before the fall quarter begins. At such a meeting these things could be done:

1. *Decide what the emphasis shall be in the Sunday School class.*

Some pastors may wish this material to be taught as a separate course and not at all connected with their instruction plans. Others may wish to correlate the Sunday School class and the confirmation class, thus unifying them. This would mean that the pastor's

class would be organized at the beginning of the fall quarter. It would also mean, that the Sunday School teacher's emphasis may be the Biblical background and general understanding leaving the memorization for the pastor's class or vice versa.

2. *Decide which version of the Catechism is to be studied and memorized.* The two versions most widely used by Lutherans in America are given in the Study Book. (See article "From Your Director" on page one of this issue.)

3. *Clarify the doctrinal meaning of the parts of the Catechism to be studied this fall.* This is a very important matter. It could be done in a series of meetings for both teachers and parents or woven into the monthly Sunday School teacher's meeting to which parents could be invited. The following material would be helpful: Selected filmstrips from *The Cat-*

echism Visualized Series and the books, *Basic Christian Teachings* and *Truths We Live By*, both by Martin J. Heinecken.

As you review the Study Book and Teacher's Guide for this quarter you will note the positive emphasis in the study of the background and understanding of the Catechism. You will also note the comparison made between the Old and New Testament in the Biblical background study of the Commandments. This emphasizes Christ's interpretation of the Law and should not be overlooked.

Especially Helpful

Each lesson includes a section entitled "Think of Your Life." Sometimes it is used to motivate the Bible study and at other times it helps to interpret it. Much general understanding can be built through a discussion of the thoughts presented in this section and thoughts which grow from them. We urge teachers to make the most of this part of each lesson. If problem questions arise, take them as assignments and have them brought up in the pastor's class. The filmstrips from *The Catechism Visualized Series* would be helpful in building understandings.

It is not happenstance that the memorization work always follows the Bible and general un-

derstanding study. They are actually part of the memorization process. In fact, we believe that memorization may be about 50% complete when background and understanding have been built.

About Memorization

Much of the difficulty which is encountered with memorization stems from failure to build proper background understanding and from failure to give supervised study and drill for memorization.

Does your Intermediate class have a technique for memorizing? Suggestions are given in the Teacher's Guide for study and drill. In addition to these we suggest the following:

1. Whenever possible have a motivation for memorization other than that of reciting the material back to the teacher. Outstanding results can be secured with choral readings prepared for use in department worship, confirmation league, or even the congregational worship. All the parts of Catechism lend themselves well to choral reading arrangement. It will mean that an arrangement must be prepared and copies made. The Intermediates can do this work, if guided by the teacher. The following example uses the First Table of the Law:
Leader: The Introduction
Solo by a Boy: (loudly, distinctly,

and slowly) I am the Lord thy God.

Leader: The First Commandment.

Unison: Thou shalt have no other gods before me.

Leader: What does this mean?

Girls: We should fear, love, and trust in God above all things.

Leader: The Second Commandment.

Unison: Thou shalt not take the Name of the Lord thy God in vain; for the Lord will not hold him guiltless that taketh His Name in vain.

Leader: What does this mean?

Boys: We should fear and love God so that we do not curse, swear, conjure, lie, or deceive by His Name,

Unison: but call upon Him in every time of need, and worship Him with prayer, praise, and thanksgiving.

Leader: The Third Commandment.

Unison: Remember the Sabbath day, to keep it holy.

Leader: What does this mean?

Girls: We should fear and love God so that we do not despise His Word and the preaching of the same,

Unison: but deem it holy, and gladly hear and learn it.

2. Take class time to make certain that the meanings of all words and phrases in the portion

to be memorized are understood and that all pronunciation is correct. It is a sign of poor teaching when pupils mispronounce words in memorized material.

3. Take class time to supervise study for memorization. Allow short periods of study time, perhaps one or two minutes, and then check using unison reading, individual recitation, or written work. If the portion is long, help the class to divide it into thought sections and then use a study period for each thought portion. When Bible background and general understandings have been built first, this method will do wonders for memorization. It can also become the pupils technique for memorizing.

4. Set a definite time when the memorization of a portion is to be completed. At that time have a final check on the memorization assignment. We suggest that the pupils be asked to write the portion in question.

Look Ahead

Sunday, December 2, is the First Sunday in the Advent Season. Without a doubt the plans for the observance of Christmas will be made before that date. We urge you to take the Intermediates in on the planning this year.

So often the complaint is heard that the Intermediates are no

longer interested in participation in the Sunday School Christmas service. Perhaps their attention should be focused on the activities of the youth groups instead of the Sunday School. Include the Intermediates in the Luther League carol service. Most often such a service uses choral reading and tableaux. In Lesson 12 "God the Son and His Work" the Intermediates are to use Luke 2: 1-20 and to memorize the Second Article of the Creed with its meaning. Could these be used by the Intermediates in the Christmas Service?

Intermediates enjoy taking part in service projects. During the Advent Season the various organizations of the church pack baskets of Christmas cheer and deliver them. Plan to use the Intermediates to help with this.

The mission study material prepared by the Women's Missionary Society for use in the Intermediate Department will give both worship and project suggestions for this quarter and the Advent Season. This packet can be secured from the Women's Missionary Society Headquarters, 3939 Pine Grove Avenue, Chicago 13, Ill.

THE PERFECT TEACHER

— for Church School, too.

A school teacher in California recently asked more than 2,000 students of all ages through high school to define the ideal teacher. The answers revealed definite ideas on the subject. They also revealed a singular lack of interest in an "easy life" in the classroom.

Ability to maintain good discipline was listed twice as often as any other trait for the perfect teacher. It came with such comments as: "She should be strict not too strict" and "He or she should warn twice and then really lay it on."

Other qualities of the ideal teacher included: fairness, patience and an even temper; a good voice and a "modern vocabulary"; thorough knowledge of subject matter; humor and understanding; a neat appearance.

As for homework, the pupils approved, as long as the amount seemed reasonable. Some of them urged that teachers keep the assignment load consistent and "really make you work."

As usual, the kids have shown that when you pin them down on a serious subject, their ideas are sensible. The school superintendent who can find teachers to meet these qualifications is a happy man. He just wishes he could find more of them.

Helps for Teachers of Seniors

*Based on Christian Growth Series
Senior I, Fall Quarter*

HAVE you ever taken a bird's eye view of the *Christian Growth Series* three-year-course for seniors? We think it's a wonderful outline for Bible study.

Series I is centered about the theme, "Youth's Life." It begins this October. Here are the titles of the four quarters:

Fall Quarter—*Managing Ourselves*

Winter Quarter—*What's Wrong and How Right It?*

Spring Quarter—*Youth's World*

Summer Quarter—*The Christian's Growth.*

A year from now, beginning in October, 1957, the overall theme will be "Youth's Church." In it the history, the liturgy, and the present-day activities of the church are studied. Here are the titles:

Fall Quarter—*The First Fifteen Centuries*

Winter Quarter—*Getting the Most Out of the Service*

Spring Quarter—*The Last Four Centuries*

Summer Quarter—*The Expanding Horizons of the Church.*

To complete the cycle, "Youth's Christ," as revealed in the entire Bible, will be the theme for 1958-1959. These are its titles:

Fall Quarter—*Christ in Old Testament History*

Winter Quarter—*Christ in Old Testament Poetry and Prophecy*

Spring Quarter—*Christ in the Gospels*

Summer Quarter—*Christ in New Testament History and Letters.*

Managing Ourselves

We all know how desperately each individual teen-ager needs to learn to manage himself. He needs to break away from parental control and attain the status

BY MRS. HILVIE OLSON GROSS—a former staff member of Augustana's Board of Parish Education. She and her husband reside in Great Bend, Kansas, where Mr. Gross is music instructor in G.B.'s Junior High School.

of an adult. But he doesn't achieve this coveted independence all at once; nor is he ready for it over night. Indeed, these critical high school years are often very stormy as each youth tries out his wings. At times he will succeed and go forward; other times he will fail and want to withdraw to childhood status.

Unless the growing youth learns to be a manager of self in trust for God, he can not expect to attain Christian maturity. Adult guidance and counsel is needed as youth take their steps toward this maturity. The Bible study for this fall, appropriately entitled *Managing Ourselves*, is intended to help each Senior take important strides ahead toward this goal.

Managing Ourselves confronts the Senior with many problems involved in personal Christian living which he is facing, has faced, or will be facing. The quarter's work is divided into these four units: "At Home," "Personal Life," "Friendship," and "Prayer."

Aim

As stated on page 5 of the Teacher's Guide, the purpose of this quarter is to lead the Senior to consider and discuss questions vital to him in such a way as to—

1. Send him to Christ and to

the Bible for help.

2. Guide him in the intelligent handling of problems that may arise in his life.

3. Assist him in meeting the specific problem raised.

As you prepare to teach this quarter to Seniors, you can find interesting enrichment in these books and other resources: From the Teacher Training and Leadership Courses, the book by Bracker, *Girding Youth for Abundant Living*¹, is wonderful for both you, the teacher, and for the teenager's parents. In fact, it would be a splendid text for the adult group in your church which includes parents of teen-agers.

The following are books¹ written for both adults and teen-agers. Adults should read them before recommending them to the youth. Then certain portions of the books should be referred to as they relate to the particular study.

Augustana Youth Office, *Living High in High School*

Crawford and Woodward, *Better Ways of Growing Up*

Hulme, *Face Your Life with Confidence*

Unit A. At Home

The first three sessions are planned to help the Senior assume greater responsibilities for his home, increase his understanding and appreciation of his parents,

and learn Christian techniques for making both present and future homes the kind of home God intends. To accomplish this aim the Senior is led to various passages in the Bible—as outlined in the lesson material.

A worthy student undertaking for this unit is the planning and carrying out of some project to measure one's own progress in self management at home. At the first of the three sessions of the unit, members of the class may decide how this should be done. Perhaps they will choose to take the self-checks on pages 15 and 16 of the study book now, and then again check their improvement at the end of the three weeks. Or they may wish to keep individual memos of ways found for helping to make their homes happier. Before the unit's final session one pupil, or a committee of pupils, may gather these lists and compile them into one list for a report to the class.

Stewardship of Talents

In your class there may be persons with special interests and talents. A young musician, for example, may wish to find hymns and other music relating to the home, or even to write some music. A young poet may wish to collaborate on the words, or to write some poetry. The young

craftsman may wish to express himself through his particular media. These projects should be started early in the unit and then used as a part of the unit's closing program and worship. The theme for this worship may be "God with Us at Home."

This same procedure may be used for a closing worship in each unit—the theme always inspired by the unit's study.

Unit B. Personal Life

Sessions 4 to 7 are designed to help the Senior develop Christian stewardship with respect to money, time, moral standards, and recreation. Since it makes no difference in which order these lessons are studied, the class steering committee may decide the order of study for the four sessions.

Before the first session of this unit, a questionnaire may be given to persons outside of class pertaining to their habits and practices on matters of their personal life. Here are sample questions: (Your steering committee may substitute others.)

1. What is your definition of stewardship?
2. Where do you get your money?
3. Do you budget your money?
4. Do you have time for everything you want to do?
5. Do you budget your time?

6. What determines your moral conduct?

7. Name your three favorite forms of recreation.

When each of the four topics in this unit is studied, the persons who conducted the survey will report on the findings for that particular topic. This information can motivate the Bible study for that day—as outlined in the study book.

In the sessions about money and time, be sure to stress the advantages of making personal budgets. Make out sample budgets on the blackboard, and encourage the pupils to make and keep personal budgets. Stress the Christian stewardship of money and time. Show a stewardship filmstrip, such as *Guide for Living* or *Guide for Giving*.²

Community Mindedness

When studying recreation, list the favorite forms of recreation of the community (according to the questionnaire) on the chalkboard. Use the Bible study of session 7 to determine Christian principles to follow in recreation. Then evaluate the recreational facilities in your own community. If they seem inadequate, is there a way that your class can help improve them? If possible, plan a class service project to help meet these needs of the community.

The session on moral standards (session 6) may be begun by dividing the class into several "buzz groups." Ask each group to read the questions listed in the study book's introduction to the lesson and select one of them, or a similar question, for consideration by the entire group. In the class study, go to the Bible to find the Christian principles for standards. Then evaluate the questions raised in the buzz groups in light of these Christian standards.

This unit should culminate with a worship on "Christian Stewardship."

Unit C. Friendship

The next unit aims to help the senior develop good friendships within his peer group, to appreciate that Jesus is his best friend, and to be a true friend to others.

To begin the unit, each pupil may write a list of qualities he appreciates and desires in a good friend. The lists may be compiled into one, perhaps on the chalkboard or a chart. Then proceed with the Bible study outlined for these sessions. From time to time the list may be revised if that will improve it.

Stress the divine friendship with Jesus, and the importance of this friendship to friendships in one's own peer group. The hymn, *One There Is Above All Others*,

may well be the hymn for the unit, and a memory work project.

Role-Playing

When considering "How Can a Person Make Friends" (lesson 10), some role-playing may be employed along with the Bible study. Use the example of Everett who was described in the study book's opening paragraph for that lesson. Place him in a typical Hi-League situation where there is a clique of youth planning to go together to the next basketball game. Everett stands nearby, listening shyly as they plan where to meet, etc. Let individuals in the class play the roles of the persons in the clique, and let one pupil pretend to be Everett. Act out the scene, showing Everett left out.

After the role-playing, discuss what Everett could have done, what others could have done for him, and how Everett can make friends. Go to the Bible to see what it says about friendship. What help does that give Everett? Quickly read and summarize the section in the text, "No friends—Why?" Bring out the example of Christ's sacrificial, unselfish life and stress that we, too, should think of the happiness of others rather than just about ourselves.

Now, replay a scene with Ev-

erett trying to gain entrance into the crowd. Let different pupils play the roles, if desired, and let everyone try to act unselfish, considerate, and friendly. Come to a happy solution.

Boy-Girl Friendships

In considering boy-girl relations (lesson 11), pupils in buzz groups may select the things they wish to discuss in class. Some topics may be chosen for more thorough consideration later at a Hi-League meeting, or at some other time. But now, in class, go to the Bible (as outlined in the study book) for guidance in developing Christian standards. Then compile a list of acceptable boy-girl activities.

If there is time, discuss the pro's and con's of "going steady" while in high school. Call attention to the sections, "You and the Other Sex," in Hulme's book, *Face Your Life with Confidence*, and to portions of the book by Duvall, *Facts of Life and Love for Teen-Agers*.

In the closing worship, include Bible verses from page 54 of the study book.

Unit D. Prayer

How appropriate that the quarter, *Managing Ourselves*, should close with a unit on "Prayer"! After all, it is prayer which com-

pletes that circuit which brings the power of God into use. God can enable us to manage ourselves wisely in all areas of life.

You may wish to launch this unit with a survey of the Seniors' prayer habits as suggested on page 59 of the Teacher's Guide. This may be done during the previous week by a committee of students or during the class pre-session time. The report should be summarized so that all can note the trend.

The Bible study should help the youth learn why Jesus prayed and why they, too, should pray. The Bible study for session 13 should help teen-agers develop a more mature prayer life. They must realize that God answers prayer in many ways; the answer is not always "Yes."

Here is an opportunity to encourage the teen-agers to develop more sound, mature, practices of personal devotions. The book

from the Leadership Education Series, *The Awakened Heart*¹, by Stackel, is written specifically to help youth grow in this respect. Every youth should have a copy of this book; indeed it would make an ideal Christmas gift. Then, along with "The Uniting Word" (the guide booklet for daily devotions distributed annually by the Augustana Luther League), the youth would have sufficient material resources to guide him in using the Bible daily. It is there that he can gain help from God in managing himself.

¹ Unless otherwise specified, all books listed are available for purchase from Augustana Book Concern, Rock Island, Illinois, and are recommended for a local church school library.

² Films and filmstrips may be secured from Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota. The filmstrips suggested in this article are a part of a set of three, the third being *Guide for Serving*. The set may be purchased for \$9.00. It is not available for rental.

Fixing Responsibility

The chief evil from which the schools suffer is not communism but community neglect. Whatever the responsibilities of the schools to a democratic society, the responsibilities of a democratic society to its schools are more basic and more numerous.

AUDIO-VISUALS FOR USE WITH THE CHRISTIAN GROWTH SERIES

FALL QUARTER

October, November, December, 1956

As the variety of audio-visuals for church purposes increases it becomes possible to offer more and better films, filmstrips, slides and recordings for the Sunday curriculum.

Below is a screened list of such audio-visual resources for your Christian Growth Series lessons. While recommendations are not given for every Sunday you will find sufficient suggestions to help you work out an interesting variety. It is best to use films and filmstrips sparingly. They, too, can become monotonous.

The material recommended can be purchased or rented, as indicated, from the Augustana Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota.

PRIMARY I—Fall Quarter

Session 5—The Bible Tells Us What We Are to Do

Filmstrip—**Happy Times at Home**—30 frames, black and white. \$2.50 purchase price.

Session 13—We Are Glad for God's Message

Filmstrip—**The Baby in the Temple**—19 frames. Purchase price \$4.00.

JUNIOR I—First Quarter PATRIARCHS AND LEADERS

Lesson 1—In the Beginning

Film—**Creation According to Genesis**—10 minutes. Rental \$5.00.

Film—**God's Wonders in Flowers**—11 minutes. Rental \$5.00.

Filmstrip—**Creation of the World**—28 frames. Purchase price \$5.00.

Lesson 2—Trouble and the Promise

Filmstrip—**The Great Flood**—31 frames. Purchase price \$5.00.

Lesson 3—How to Settle Fights

Filmstrip—**The Call of Abraham**—31 frames. Purchase price \$5.00.

Lesson 5—Quarreling in the Family

Filmstrip—**Jacob and Esau**—31 frames. Purchase price \$5.00.

Lesson 6—A Life of Adventure

Filmstrip—**Joseph Sold into Egypt**—31 frames. Purchase price \$5.00.

Lesson 7—A Man for a Great Task

Filmstrip—**The Burning Bush**—25 frames. Purchase price \$5.00.

Lesson 12—Jesus Is Born

Film—**Birth of the Savior**—15 minutes. Rental \$5.00.

Film—**Holy Night**—30 minutes. Black and white rental \$9.00. Color \$22.50.

Sound filmstrip—**Holy Night**—64 frames with long-play recording. Rental \$3.00.

Film—**The Greatest Gift**—30 minutes, black and white. Rental \$9.00.

Lesson 13—The Boy Jesus in the Temple

Film—**Boyhood and Baptism**—30 minutes. Rental \$9.00.

Film—**Childhood of Jesus**—15 minutes. Rental \$5.00.

INTERMEDIATE I—First Quarter

This quarter's work is on the Ten Commandments and the Creed. The first ten lessons are on the Commandments. For these we suggest you purchase the filmstrips from Luther's Catechism Visualized. The set of ten filmstrips on the Ten Com-

mandments may be purchased for twenty dollars.

The filmstrip on the first article of the Apostles' Creed entitled **Creation** may be purchased for ten dollars. **Redemption** is purchasable for six dollars, and the cost of the series on **Sanctification** is nine dollars.

For further information concerning the sets on Luther's Catechism write the Audio-Visual Service.

SENIOR I—First Quarter MANAGING OURSELVES

Lesson 2

Film—**Getting Along with Parents**—16 minutes, black and white. Apply to the Encyclopedia Britannica Films, 1125 Central Avenue, Wilmette, Illinois, for rental.

Film—**Unto Thyself Be True**—20 minutes, black and white. Rental \$6.00

Lesson 3—The Gulf Between Generations

Film—**Honor Thy Family**—30 minutes, black and white. Rental \$8.00.

Lesson 4—Money Earned and Money Unearned

Filmstrip—**Guide for Giving**—44 frames, black and white. Sold only as a part of a kit of three filmstrips for \$9.00 the set.

Lesson 5—Budgeting One's Time

Filmstrip—**Guide for Living**—29 frames, black and white. This is part of the kit described above.

Lesson 8—Who Is a Good Friend?

Film—**The Stranger at Our Door**—20 minutes, black and white. Rental \$6.00.

Lesson 10—How Can a Person Make Friends?

Sound filmstrip—**Measure of a Man**—78 frames with long-play record. Rental \$2.50.

Lesson 11—Boy-Girl Companionships

Filmstrip—**Boy Dates Girl**—40 frames, black and white. Purchase price \$3.00.

Lesson 12—Why Should We Pray?

Filmstrip—**Christian Prayer**—52 frames, black and white. Purchase price \$4.00.

Lesson 13—Unanswered Prayers

Film—**Betrayal in Gethsemane**—15 minutes. Black and white rental \$5.00. Color rental \$8.00.

Televisionals

Definition of a child: Something which stands halfway between an adult and the TV screen.—From The Educational Courier.

By the time we decide a television program is something the children shouldn't see, we're too interested in it ourselves to shut it off.

Modern pioneer: The mother who manages to get through a rainy Saturday with the television set out of order.



Results of TEEN TALK Popularity Poll

By DELORIS KANTEN, *Editor*
Church Story Papers
Augustana Lutheran Church

THE eternal question of an editor is, "Just what do my readers want?" Some editors spend thousands of dollars on surveys and opinion polls designed to give some answers. Others of us have to resort to simpler means of discovering the interests of our reading audience or of confirming editors' suspicions.

We thought you, as a member of a church school staff, would be interested in the results of a recent opinion poll made among readers of TEEN TALK, our Augustana story paper for teen-agers. The answers given in any poll or survey are somewhat determined

by whose opinion one asks. We chose to send the questionnaire to 183 readers who had requested their names listed in the Pen Pal column during the past year. Of this number, 118 responded by returning the questionnaire — many with additional comments.

Serials vs. Short Stories

We particularly wanted to know what our readers thought about serial stories. Sometimes more can be accomplished in serials than in the short, one-issue stories. Our conclusion is that we will be extremely cautious about choosing serials; they must rate *excellent* so

far as content is concerned and they must not run to more than eight chapters (issues). Not more than three or four serials will be used in a year's time.

Most Popular Article* Subjects

From a list of 12 story subjects, the readers were asked to check the items they liked to read about. Of the 118 who returned questionnaires, there were 102 "ayes" for more stories about *dating and parties*—the subject which rated highest. There were 91 requests for stories about *girls' affairs* and 57 for "*home life*" as the subject. But these must be weighed against the fact that the majority who received the questionnaire were girls (girls most often request their names listed in Pen Pals). *School affairs* and *mystery* stories were requested by more than 70 readers. *Adventure* and *sports* stories rated between 40 and 50 checks and there were 37 requests for stories concerning *boys' affairs*. Stories about *travel*, *heroes*, *animal life*, and *nature* rated lowest. There were also "write-in" requests for missionary and career stories.

"I like factual articles or 'how-to' items about": was the heading of the list of fourteen article subjects. There were 90 who asked for articles about *how to be popular*—87 who checked *self-improvement* and 75, *school hints*. Articles

about *our faith and religion* were requested by 67 readers with *how missionaries work* a close runner-up. *Proper etiquette* concerned 58. This same number want *sports* articles (how to swim, make the team, etc.). Forty-two want to know more about *our church and its work* . . . and about *occupations*. *Hobbies* and *religious heroes* ranked next, with *travel*, *science*, and *nature* stories rated lowest.

Departments and Special Features

One doesn't always know whether, in opinion polls, the reader is requesting something he wants—or feels he should want. But one girl assured us, "From this questionnaire you'll probably think maybe I don't like to read what I should, but I was very frank with myself when I filled it out. I hope you'll understand why I marked some things and not another."

Whatever the case may be, we hope the 106 voting for the daily devotions column really use this lesson-correlation feature, which is written by members of our Church from far and wide.

The future life of the Pen Pal column is assured by 104 requests for its continuation and the many comments about interesting friends met through letters—to say nothing of the lengthy waiting list of names in the editor's files.

We must get busy lining up "Uncle Johns" and "Aunt Marys"—writers for a question-answer personal problems column; 103 requested this feature. You can help by encouraging youngsters to send us their problems.

Party games, jokes, puzzles and cartoons rated high on the request list . . . with between 85 and 100 votes. Crossword puzzles were more popular than we'd have guessed.

The news column, poems and book reviews were least popular items . . . but approximately half voted for them, indicating considerable interest. One reader suggested that book reviews could be sent in by readers who have read good books. Perhaps someone could handle such a column for us—recommending a book each month and soliciting reviews from the readers. We might be able to give a prize for the best review each month.

Things to Consider . . .

There were 112 girls and six boys returning the questionnaire. The average age of readers who gave us their opinions was 13.9 years. Fifty-two who responded added personal notes, letters in some cases. They seemed especially pleased to be asked their advice concerning the paper.

Here's what one girl wrote:

"Thank you for writing to me and asking what I think of the TEEN TALK papers. I don't know if there is much to do to make it more interesting. . . . Yes, I think I would like to see question-answer columns concerning problems that one faces. I like your puzzles. I also would like crossword puzzles. Thanks a lot again for writing to me."

Another reader says, "I think stories about school affairs, girls' or boys' affairs, dating and parties are all very good. I know I sure enjoy reading writings on these subjects. Factual articles are very good and educational. I really think the Pen Pal column should be kept up. I know that's one of the first things I look for when I get my paper. I hope this has helped you select stories, etc., for TEEN TALK. I have enjoyed helping."

The added comments somehow seem more revealing than the tabulated figures in some cases. "I was very happy to hear from you, also flattered that you asked my advice," wrote another reader. "I do not care for continued stories. I think if you have more stories of the everyday life today of teenagers it would be more interesting. I like to see a lot of articles on teen-age problems, like college, proper etiquette, how to be popular, and church articles. As far as

TEEN TALK is concerned, I just love it. It is a very helpful paper."

"Thank you for sending me the questionnaire," writes another. "I think that was a very good idea. . . . As far as serial stories are concerned, I don't care especially for them. . . . My favorite fiction stories are the career stories. By that I mean like a story of a person who has become a secretary, doctor, etc., and tell about their experiences."

Concluding a lengthy letter, one reader added, "I hope my advice I have given you will help a lot. If you ever need any more advice, please write to me. I would be

very willing to help you. I like TEEN TALK a lot." What more could one ask!

Want to Poll Your Class?

If you are teaching intermediates, perhaps you would like copies of the questionnaire to use in polling your pupils. If so, just drop us a note, letting us know how many copies you need. We will be happy to consider the desires and opinions of your class in the future editing of TEEN TALK. We would also appreciate comments and suggestions from you who teach and have opportunity to observe the reception of the paper.

* *Fiction* is a story with a plot, usually based on imagination . . . as distinguished from *articles* which are usually based on specific facts with the purpose of getting across information..

Beginning a Serial Story in TEEN TALK

The first chapter of "The Hidden Treasure" will appear September 30. The story is a book published by Friendship Press and will be completed in nine chapters.

"The Hidden Treasure" is a story of modern-day India and has a strong mission emphasis.

Gopal is a young boy when India gains its freedom. Hindus and Moslems, fearing each other, cause high tension. Then suddenly Gopal's father dies and, without taking time to crack open his father's skull to release his spirit, Gopal has to flee for his life along the dusty roads of India.

We think it's a fascinating tale which cannot be accomplished in a short story. Won't you urge your Intermediates to read "The Hidden Treasure"?